

Supporting Language Development and Early Literacy: at Home and in Early Childhood and Community Settings



Your **FACILITATORS**...

★ **Barbara Novak**, Literacy Consultant, Wisconsin DPI

★ **Dale A. Bailey**, Statewide Early Literacy Coordinator

Our Mission:
To engage in a collaborative process to develop and disseminate cross-systems early literacy professional development that is evidence-based and culturally responsive to address the needs of all children, birth through five



WIDA | EARLY YEARS

WISMAN CENTER
UNIVERSITY OF WISCONSIN-MADISON



**Wisconsin Early Childhood
Collaborating Partners**

Early Literacy Advisory Group



wecca | Wisconsin Early
Childhood Association
Because small lives get bigger

**WISCONSIN
HEAD START** Association



For more information, please contact: Gayle Tylka, Project Coordinator, gtylka@cesas4.k12.wi.us; 608.786.4844



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Our Vision:

Through understanding and respect for each partner engaged in this process, we will share our knowledge and experience to design a system to review, develop, maintain, and disseminate quality professional development materials that provides a 'common language' of research and best practice that is accessible to cross-sector Training/Technical Assistance personnel and 2-and-4-year Institutes of Higher Education so that the workforce is prepared to effectively support families and children to improve early literacy outcomes for ALL children

Foundations

"what everyone who works with children in this age range should know and be able to do"



- Evidence-based, **universal** practices
- Seven independent sessions
- Six standards-based content areas of early literacy
- Current and future early care and education workforce
- Birth through 5 years range
- Adaptations and modifications encouraged

Learner Outcomes



- Apply learning standards to guide language and early literacy expectations for children, birth through 5 years
- Employ formal and informal types of language and literacy assessment to guide instruction and monitor development

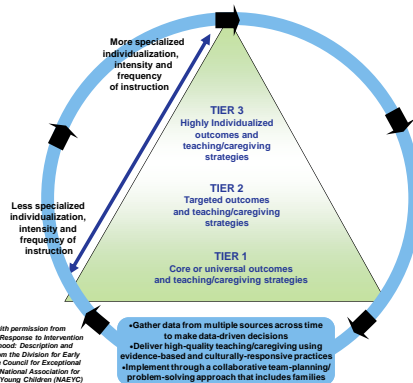
Learner Outcomes

- Intentionally provide appropriate learning experiences during daily routines and activities, utilizing evidence-based strategies including shared and dialogic reading, to support development in all vital components of language and early literacy learning
- Engage families to provide effective strategies, including shared reading opportunities, to build their children's language and support early literacy development

Wisconsin Framework for Response to Intervention

www.wisconsinrticenter.org

- High Quality Instruction
- Collaboration
- Balanced Assessment
- Guided by Culturally Responsive Practices
- In a Multi-level System of Support



Research-based Early Literacy Content Areas

- **Oral Language**
(WMELS A. Listening & Understanding & B. Speaking & Communicating)
- **Vocabulary**
(WMELS A. Listening & Understanding & B. Speaking & Communicating)
- **Phonological Awareness**
(WMELS C. Early Literacy)
- **Alphabet Knowledge**
(WMELS C. Early Literacy)
- **Concepts about Print**
(WMELS C. Early Literacy)
- **Writing**
(WMELS C. Early Literacy)



Primary Source: Roskos, K., Lenhart, L. & Noll, B. *Early Literacy Materials Selector: A Tool for Review of Early Literacy Programs*, Corwin/SAGE, Thousand Oaks, CA., 2012

Guidance from the Wisconsin Department of Public Instruction:

- Deliver **content-rich** curriculum with **challenging but achievable goals** in ways that **honor and respect the unique learning needs of young children**
- Use a **play-based curriculum** to develop self regulation, language, cognition, and social competence
- Core or universal curriculum should include support for **all developmental domains and content areas** as described in the WMELS

The Wisconsin Model for Response to Intervention: Applications in Early Childhood Settings, WI Dept. of Public Instruction, June 2012 <http://www.collaboratingpartners.com/curriculum-assessment-rti-for-greenschool.php>

Sessions

- [Session 1:](#) Vital Components
- [Session 2:](#) Language & Vocabulary
- [Session 3:](#) Phonological Awareness, Alphabet Knowledge, and Concepts about Print
- [Session 4:](#) Emergent Writing
- [Session 5:](#) Providing Effective "Read Alouds": Evidence-based Approaches
- [Session 6:](#) Infants & Toddlers
- [Session 7:](#) Family Engagement

Dual Language Learners (DLLs)



www.wida.us/EarlyYears

Webinars
Learning Standards
Teaching Strategies
Dual Language Learner Connection
Guidance Charts

Trainers and Facilitators

- Coursework completed in language, early literacy, and child development
- Demonstrate an understanding of Developmentally Appropriate Practice
- Experience serving children in the birth through 5 age range
- Knowledge of Dual Language Learners (DLLs) and young children with IFSPs or IEPs

Professional Development Credit Options

- Learner Outcomes
- Registry
- College credit
- ECCAN events



- PowerPoint presentations with detailed Speaker Notes
- No cost
- Dynamic training materials
- Trainer feedback

www.collaboratingpartners.com

Foundations

"what everyone who works with children responding to language and/or literacy instruction in a way other than expected should know and be able to do"

- Evidence-based practice
- Independent sessions
- Six standards-based content areas of early literacy through the lens of a multi-level system of support
- Current and future early care and education workforce
- Birth through 5

Research-based Early Literacy Content Areas

- **Oral Language**
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Learner Outcomes



- Apply learning standards to guide oral language and early literacy expectations for children B-5 **who are responding to instruction in a way other than expected**
- Engage families so as to support their children's oral language and early literacy development

Learner Outcomes (con't.)

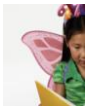


- Intentionally provide appropriate learning experiences using evidence-based strategies to support skill development/acceleration in specific area(s) of oral language and early literacy
- Employ formal and informal types of oral language and literacy assessment to guide instruction and monitor progress

Formal & Informal Assessment

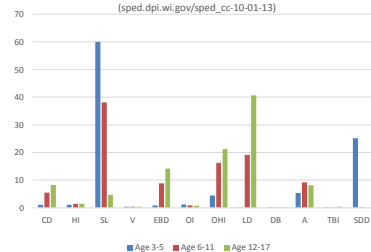
Discussion

Feedback from the field about assessment



What should we be thinking about?
(feedback from the field)

Percent of Wisconsin Students by
Age Level and Primary Disability Type
(IDEA Child Count-October 2013)
(sped.dpi.wi.gov/sped_cc-10-01-13)



What is a Specific Learning Disability (LD)?



"Specific learning disability means a disorder in **one or more of the basic psychological processes** involved in understanding or using language, spoken or written, that may manifest itself in an **imperfect ability to listen, think, speak, read, write, spell or perform mathematical calculations**, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, cognitive disabilities, emotional disturbance, cultural factors, environmental or economic disadvantage." [Wis. Admin. Code § PI 11.36(6)(a)]

Wisconsin's SLD Rule: A Technical Guide for Determining Eligibility
<http://sped.dpi.wi.gov/files/sped/pdf/sld-guide.pdf>

Conceptualizing Language

	RECEPTIVE	EXPRESSIVE
ORAL	Listening understanding of spoken language	Speaking (form, content and use)
WRITTEN	Reading understanding graphic/written information reading/understanding of graphic/visual information	Writing writing letters and words and composing sentences via pen/pencil, computer, symbols, etc. production of graphic/visual information

a B-5 perspective on oral and written language development



- **writing**
- **reading**
- orthographic processing
- vision
- phonological processing
- **speaking**
- **listening**
- GIA/IQ/ability
- hearing

A multi-level system of support

grey vs. black and white

Tier 1 vs. Tier 2 vs. Tier 3, etc.

students with/without IEP's

Guidance from the Wisconsin Department of Public Instruction:



- Deliver **content-rich curriculum with challenging but achievable goals in ways that honor and respect the unique learning needs of young children**
- Use a **play-based curriculum** to develop self regulation, language, cognition, and social competence
- Routines based interventions--those that are embedded into the child's daily routines and schedules--**along with short but frequent small group and/or individualized instruction**, are developmentally appropriate approaches that yield promising results (Greenwood et.al. 2011).

The Wisconsin Model for Response to Intervention: Applications in Early Childhood Settings, WI Dept. of Public Instruction, June 2012 <http://www.collaboratingpartners.com/curriculum-assessment/rit-for-preschool.php>

Anticipated Sessions/Topics



Introduction/Laying the Groundwork
 Oral Language/Vocabulary & Background Knowledge/Dual Language Learners
 Phonological Awareness/Processing
 Orthographic Awareness/Processing
 Memory Processes (ST memory & LT memory/naming/retrieval)
 Motor Deficits/Impact on Writing
 Nonverbal/Low Verbal Students
 Decoding, Fluency & Comprehension from a B-5 Perspective
 Spelling & Written Expression from a B-5 Perspective
 Family Engagement
 Deaf/Hard of Hearing
 Vision Impairment

Trainers and Facilitators



- Coursework completed in language, early literacy, and special education
- Demonstrate an understanding of Developmentally Appropriate Practice
- Experience serving children in the birth through 5 age range
- Knowledge of Dual Language Learners (DLLs) and experience with young children with IFSPs or IEPs



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www.collaboratingpartners.com

- Parking Lot
- Wrap-up



**THANK YOU FOR
PARTICIPATING!**

Contact Information:



For info on training sessions or universal practices, contact:

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For info on practices to serve children responding to instruction in a way other than expected, contact:

Dale A. Bailey:

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